



Pleasant Hill Elementary

127 Schoolhouse Drive
Hemingway, South

Grades	PK-5 Elementary School	
Enrollment	375 Students	
Principal	William Teddy Graham	843-558-9417
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

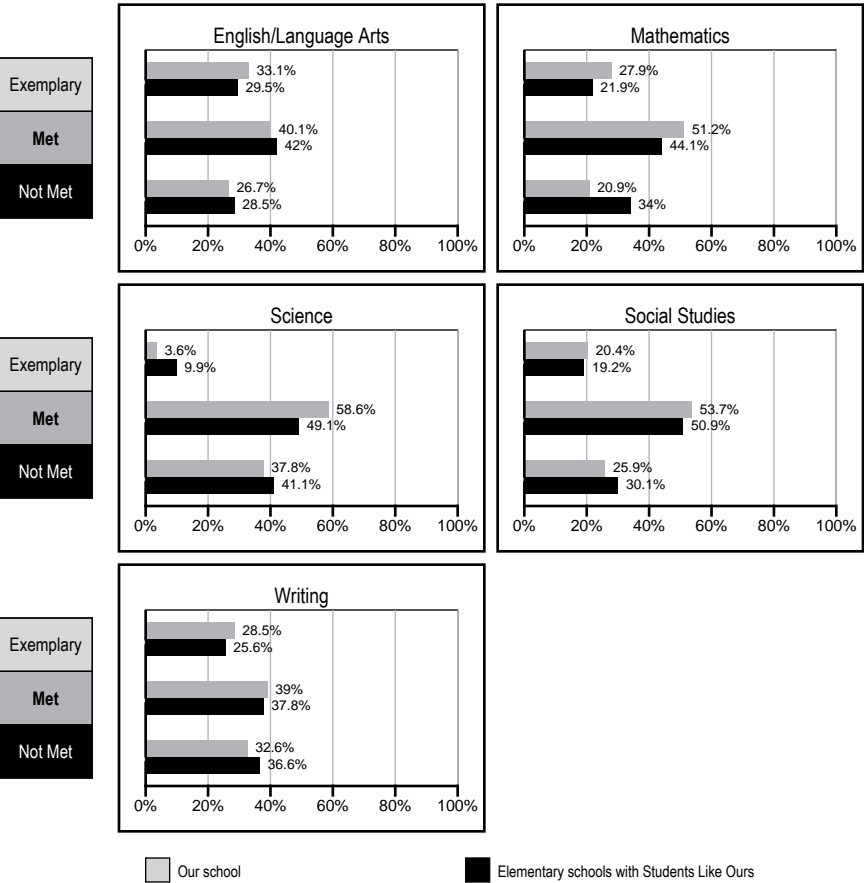
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	91	19	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=375)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 5.2%	2.5%	1.9%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	10.5%	Down from 11.8%	7.1%	10.0%
With disabilities other than speech	8.0%	No Change	9.3%	7.7%
Older than usual for grade	0.4%	Down from 0.6%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Down from 64.3%	57.1%	59.4%
Continuing contract teachers	96.3%	Up from 92.9%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 92.2%	85.5%	85.9%
Teacher attendance rate	93.0%	Down from 93.1%	94.9%	95.1%
Average teacher salary*	\$49,919	Up 3.6%	\$46,512	\$47,149
Professional development days/teacher	16.1 days	Up from 14.4 days	12.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 15.2 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.0%	Up from 87.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,815	Down 1.7%	\$7,666	\$7,458
Percent of expenditures for instruction**	62.9%	Up from 61.8%	68.4%	68.8%
Percent of expenditures for teacher salaries**	57.4%	Up from 56.2%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

As the principal of Pleasant Hill Elementary School, I am very confident that our school continues to provide a quality educational environment to develop competent, confident, and responsible students. Our staff has worked cooperatively with students, parents, community members, and district personnel to offer a safe clean campus, modern facilities, a challenging curriculum, quality instruction, current technologies, and effective communications. Consequently, our school continues to be a source of pride for the entire community.

Academic achievement remained a top priority at our school. We were very diligent to ensure that students were taught all South Carolina learning standards. Teachers incorporated hands-on learning activities across all content areas to establish real life connections to learning. We have intensified efforts to address individual student needs by expanding DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing, expanding MAP testing to include all grades, implementing Response to Intervention in Kindergarten through second grade, and incorporating differentiated instructional strategies in all contents and grades.

We continue to utilize technology in all classrooms by increasing the number of interactive white boards, updating computers, and increasing the amount of time in the SuccessMaker Lab. Teachers have participated in intensive technology training during planning time and after school two days per month. Consequently, all teachers have satisfied the technology proviso requirements established by the State Department of Education. Also, teachers continue to expand their instructional skills with Promethean boards.

Students also received academic assistance through other school programs. Struggling students in ELA and math were given comprehensive remediation in various formats. An Extended Day program in grades three through five was offered two days per week. Utilizing capable retired teachers from the community, tutoring was provided to students in grades kindergarten through two.

Many of our students have been identified as having talents in the areas of art, music, and physical education. We have encouraged students' best efforts in every endeavor. Enrichment classes were provided to students in grades K-5 to assist in developing these talents. We increased the amount of time spent in physical education, art, and music. Guidance and media classes were also offered to students.

Our school has responded to the mission to provide challenging educational programs that require students to meet high academic standards and to prepare students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students as we embrace new challenges.

W. Teddy Graham, Principal
Shannon Lammonds, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	58	54
Percent satisfied with learning environment	92.9%	89.7%	96.3%
Percent satisfied with social and physical environment	96.4%	93.1%	88.9%
Percent satisfied with school-home relations	85.2%	81.0%	87.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	177	100	26.7	40.1	33.1	84.3	81.6	82.8	Yes	Yes
Gender										
Male	101	100	31.3	39.4	29.3	80.8	77.5	79.3	N/A	N/A
Female	76	100	20.5	41.1	38.4	89	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	85	100	22	36.6	41.5	87.8	89.9	89.5	Yes	Yes
African American	89	100	32.2	42.5	25.3	80.5	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	27	100	66.7	22.2	11.1	48.1	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	143	100	31.9	42	26.1	80.4	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	177	100	20.9	51.2	27.9	87.8	80.4	78.9	Yes	Yes
Gender										
Male	101	100	27.3	43.4	29.3	84.8	77.7	77	N/A	N/A
Female	76	100	12.3	61.6	26	91.8	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	85	100	18.3	42.7	39	89	88.9	87.2	Yes	Yes
African American	89	100	24.1	57.5	18.4	86.2	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	27	100	55.6	37	7.4	51.9	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	143	100	24.6	52.9	22.5	85.5	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	114	100	37.8	58.6	3.6	62.2	65.8	67.5
Gender								
Male	65	100	43.8	51.6	4.7	56.3	63.5	67
Female	49	100	29.8	68.1	2.1	70.2	68.3	68
Racial/Ethnic Group								
White	57	100	28.6	64.3	7.1	71.4	79.6	79.5
African American	55	100	N/AV	N/AV	N/AV	52.8	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	35.3	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	96	100	44.1	54.8	1.1	55.9	55.1	55.1

Social Studies

All Students	112	100	25.9	53.7	20.4	74.1	70.4	72.3
Gender								
Male	64	100	31.7	44.4	23.8	68.3	70	71.5
Female	48	100	17.8	66.7	15.6	82.2	70.8	73.2
Racial/Ethnic Group								
White	50	100	21.3	46.8	31.9	78.7	81.6	80.7
African American	61	100	30	58.3	11.7	70	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	19	100	42.1	47.4	10.5	57.9	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	67.9
Socio-Economic Status								
Subsided meals	92	100	30.7	58	11.4	69.3	60.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	176	100	32.6	39	28.5	67.4	69.5	70.2	95.8	96.2
Gender										
Male	101	100	42.4	38.4	19.2	57.6	61.9	63.2	95.5	96.1
Female	75	100	19.2	39.7	41.1	80.8	77.7	77.5	96.1	96.3
Racial/Ethnic Group										
White	84	100	25.6	37.8	36.6	74.4	80.2	79.1	94.8	95.6
African American	89	100	39.1	39.1	21.8	60.9	57.9	57.6	96.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.7	62.6	97.8	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	90.7	93.2
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	16.1	26.1	93.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.6	61.2	97	97.2
Socio-Economic Status										
Subsidized meals	142	100	39.1	39.9	21	60.9	59.7	58.9	95.6	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	69	100	30.9	35.3	33.8	69.1
	4	49	100	34	36.2	29.8	66
	5	59	100	15.8	49.1	35.1	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	69	100	29.4	38.2	32.4	70.6
	4	49	100	10.6	61.7	27.7	89.4
	5	59	100	19.3	57.9	22.8	80.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	35	100	40	51.4	8.6	60
	4	49	100	42.6	55.3	2.1	57.4
	5	30	100	N/AV	N/AV	N/AV	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	34	100	33.3	45.5	21.2	66.7
	4	49	100	25.5	53.2	21.3	74.5
	5	29	100	17.9	64.3	17.9	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	69	100	33.8	32.4	33.8	66.2
	4	48	100	42.6	38.3	19.1	57.4
	5	59	100	22.8	47.4	29.8	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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